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*Tomaron*, p. 83, l. 21, should be *cogieron*. *Pues*, p. 84, l. 18, should be omitted. The phrase *invertir nuestro capital al extranjero*, p. 85, l. 13, requires the preposition *en* instead of *a*. *¿Qué vínculos les unen los Europeos a los Sudamericanos?* p. 88, l. 15, should read *¿Qué vínculos unen a los Europeos y a los Sudamericanos?* *Manual Training*, p. 100, l. 18, has the Spanish equivalent *Trabajos Manuales*. The verb *deslindar*, p. 105, l. 6, should be changed to *límitar*, *líndar*, or *confinar*. *Tomar lugar*, p. 105, l. 9, should be *tener lugar*.

It is doubtful whether *les* for accusative *los*, as in the phrase, *estas fatigas les diezaban*, p. 60, l. 15, should be used in a text-book, and the author's use of *le* for *la*, referring to a woman, in the phrases, *se le encarceló*, *se le llevó al patíbulo*, *se le llevó al cadalso*, in Lesson XIII, is still more questionable. The preposition *a* before a direct object is incorrectly employed in *visitar al imponente castillo del Morro*, p. 12, l. 20, and in *¿A qué países junta el Ferrocarril Transandino?*, p. 19, l. 15. The second definite article should be omitted in *el eminente filántropo el Sr. Carnegie*, p. 21, l. 14; p. 68, l. 2; p. 72, l. 17. The pleonastic object is used so indiscriminately that we find it everywhere and in every form, rendering the style heavy and unidiomatic.

Some of the notes at the foot of the lessons should also be revised. *Cosa hallada*, note 1, p. 43, will surely confuse the pupil, especially since *hallazgo* is not included in the vocabulary. "Smell of", p. 78, note 2, must be translated by *oler*, and not by *saber a*. The verb "wager", p. 96, note 4, translated by the idiom *va . . . a que*, disregards the verb *apostar*, which is in general use. The idiom *decir pestes de*, instead of *hablar mal de*, should be avoided as inelegant. "To call on", p. 101, note 8, should be translated by *visitar* or the reciprocal *visitarse*, and not by *ver*. There are also several incorrect accents and divisions of syllables.

In spite of these unfavorable comments concerning the "Spanish American Composition Book," Dr. Warshaw may feel certain that his book has many good points and is far superior to most others on the market. I would not hesitate to recommend it as one of the best planned and most practical books for second year work with which I am acquainted.

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**España Pintoresca.** The life and customs of Spain in story and legend, by Carolina Marcial Dorado. New York, Ginn & Co. 332 pp. 96 cents.

In the field of Spanish texts to-day, there is great need of books that will bridge the gap between the "Elementary Reader,"—simple in construction, limited in vocabulary, carefully planned as a basis for oral drill,—and the works of standard Spanish authors, so highly complex in style, limitless in vocabulary, and ill suited to the understanding or interests of the American boy and girl.

There is also great need that authors, realizing that the first aim of modern language teaching is to develop a better understanding between peoples of different speech, should not seek to attain this aim by the mere imparting

of dry facts about the commercial habits and industrial activities of the alien race. Is it not also important that the pupil be given a glimpse into the real life and thought of another nation and a taste of the literary style which embodies its individual spirit and charm? Especially is this worth while when the life to be depicted is so little known and at the same time so attractive as that of Old Spain, when the new literary paths to be opened up are so well worth exploring as are those of contemporary Spanish literature. We find our great practical reason for the study of Spanish in the importance of knowing and dealing with our Spanish American neighbors—a practical purpose to which some study of Spanish life may well contribute, since we can better understand the Latin American by knowing something of his ancestors. But surely we need not devote ourselves so entirely to the practical and commercial aspects of our teaching as to overlook altogether the opportunities for broader culture offered by Spanish history and literature.

For meeting these needs and adding this finer element to our class room atmosphere no book has appeared that promises to be more useful than the very attractively bound and illustrated little volume called "*España Pintoresca*." In degree of difficulty, beginning with selections so simple as to justify its introduction in the first year of the High School course, it proceeds very gradually to much more difficult matter until the pupil finds himself in the selections from Pío de Baroja and Salaverría, reading works of standard Spanish authors without the shock of discouragement that usually results from a sudden introduction to Valdés or Pardo Bazaán.

In style the book is thoroughly and charmingly Spanish throughout, not only in the selections already referred to, but also in the articles in which the author retells the old legends of Spain, describes her cities, palaces and cathedrals, and pictures the life of her people in market place or city square. The poems scattered through the book accentuate the element of music and romance without which no picture of Spain would be complete, yet they are carefully chosen to avoid the sentimentality so quick to offend the American ear. The little comedy which closes the book gathers into a vivid whole the details previously suggested, and should leave the student with a desire to know more of the country, the art, the literature and the life of the kindly people there presented.

To make it thoroughly suitable for modern methods of teaching, this reader is supplied with exhaustive questions on the text and with exercises for translation from English into Spanish, the latter especially commendable in that many of them are connected paragraphs in the interesting form of diaries and letters. The notes provide all the historical and geographical information necessary for a full understanding of the text, indulging in grammatical comment or translation only when really necessary. As a true picture of the Spain of yesterday and today and a delightful introduction to Spanish literary style, this book should meet with wide acceptance for rapid reading in elementary college courses and more detailed study with High School classes.

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